



SEPTEMBER 25, 2026 • 8:00 AM TO 3:30 PM

Glendale Community College, Glendale AZ





WELCOME!

Welcome to the **5th Annual AZ HSI Summit** at Glendale Community College! As we celebrate five years of bringing Arizona's HSI community together, this milestone offers an opportunity to reflect on what we have learned, strengthen the relationships that sustain this work, and look ahead to what we can accomplish together.

We have an exciting day of learning, connecting, and building community and capacity. In the following pages, you'll find the day's agenda and other information to help you make the most of the Summit.

Share your Summit experience using **#5thAZHSISummit** for a chance to be featured on our social media!

If you have any questions or concerns, please contact us at **azhsiconsortium@gmail.com**.



@azhsiconsortium



PROGRAM

8:00 - 8:30 AM	Check-In/Continental Breakfast
8:30 - 8:35 AM	AZ HSI Consortium Co-Chairs Welcome • Dr. Marla Franco, Special Advisor, HSI Initiatives, University of Arizona
8:35 - 8:50 AM	Moment of Recognition
8:50 - 9:00 AM	Welcome • Dr. Tiffany Hernandez, President, Glendale Community College
9:00 - 9:45 AM	Keynote • Kristin Kline, Founder & Executive Director, Convicted COMEBACK
9:45 - 10:00 AM	Transition to Breakouts
10:00 - 10:50 AM	Breakout Session I (8 sessions)
10:50 - 11:00 AM	Transition to Breakouts
11:00 - 11:50 AM	Breakout Session II (8 sessions)
11:50 - 12:00 PM	Transition to Lunch
12:00 - 12:50 PM	Lunch
12:50 - 1:50 PM	Student Panel
1:50 - 2:00 PM	Transition to Breakouts
2:00 - 2:50 PM	Breakout Session III (8 sessions)
2:50 - 3:00 PM	Transition to Closing
3:00 - 3:30 PM	Closing Remarks

KEYNOTE SPEAKER

We are excited to welcome Kristin Kline as our 5th Annual AZ HSI Summit Keynote.

Kristin Kline is the Founder and Executive Director of Convicted COMEBACK, an Arizona-based nonprofit dedicated to restoring hope, rebuilding lives, and creating change through reentry support, wellness, mindset, leadership, and personal development.

As a formerly incarcerated woman, speaker, personal trainer, coach, and program developer, Kristin uses lived experience, accountability, and practical transformation work to help justice-impacted individuals rebuild discipline, purpose, confidence, and community. Through Convicted COMEBACK, she leads programs inside Arizona correctional facilities and in the community, creating pathways for second chances, personal growth, and long-term comeback success.



LEARN MORE:



STUDENT PANELISTS

MODERATOR:



Eddie Zazueta

Northern Arizona
University

PANELISTS:



Daniela Muñoz Ojeda

Cochise Community
College



Tyanna Chase

University of Arizona



Rayshad Montgomery

Gateway Community
College



Vicente A. Guerrero

Arizona Western
College



Vanessa Macamo

University of Arizona



Four Years of Gathering, Learning, & Connection

A LOOK BACK AT AZ HSI SUMMIT ENGAGEMENT, 2022-2025

Since 2022, the AZ HSI Summit has created a statewide space for Arizona's HSI community to connect, share practices, and learn alongside one another.



853

ATTENDEE
ENGAGEMENT



91

PRESENTATIONS
SHARED



19

INSTITUTIONS
REPRESENTED

2022

2023

2024

2025

2026

Estrella Mountain
Community College

 **185**
ATTENDEES

 **21**
PRESENTATIONS

University of
Arizona

 **234**
ATTENDEES

 **21**
PRESENTATIONS

Northern Arizona
University

 **267**
ATTENDEES

 **23**
PRESENTATIONS

Arizona Western
College

 **167**
ATTENDEES

 **26**
PRESENTATIONS

Glendale
Community College



**5TH ANNUAL
AZ HSI SUMMIT**

*The story
continues...*



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THANK YOU TO OUR FUNDERS & SPONSORS!



BREAKOUT SESSION I

SEEING BEFORE SERVING: AN OVERLOOKED LINK BETWEEN KNOWING AND DOING

ROOM: B-207

Presenters:

- Jeannie G. Reardon, Workforce Development Manager, Glendale Community College

Abstract: Community Cultural Wealth (CCW) has helped Hispanic-Serving Institutions embrace asset-based approaches, yet many student-facing professionals still struggle to translate those ideas into everyday practice. Drawing on mixed-methods action research, this interactive session explores an overlooked question: What if one link between knowing and doing begins with what professionals learn to notice? By placing CCW and teacher noticing into conversation, participants will examine how attention, interpretation, and response shape culturally responsive practice. Through an interactive scenario and guided reflection, attendees will experience how an asset-based lens can influence what they recognize and how they respond. Participants will leave with a new lens for examining practice and an adaptable reflection activity for professional learning.

BUILDING STUDENT SUCCESS TOGETHER: COLLABORATIVE CONVERSATIONS THAT IMPACT BASIC NEEDS

ROOM: MA-119

Presenters:

- Dr. Stacy Moreno, Student Services Manager (Social Worker), Glendale Community College
- Dr. Genesis Toole, Dean of Student Life, Glendale Community College

Abstract: Explore how a Social Work-led Basic Needs Model can strengthen student success through collaboration, data-informed practice, and student-centered support. These interactive table conversations introduce a Social Work-led Basic Needs Model focused on overcoming systemic barriers, building sustainable programs, serving students with dignity, leveraging community partnerships, highlighting student voices, and improving persistence, retention, and completion. Students, staff, community partners, and social workers will share proven strategies and facilitate meaningful dialogue. Attendees will contribute ideas, discuss common challenges, and identify opportunities for collaboration. The session concludes with a collective share-out of insights, providing participants with practical tools and adaptable strategies they can implement to enhance basic needs support at their own institutions.

BREAKOUT SESSION I

ARIZONA'S STUDENT PATHWAYS: HOW ADE SUPPORTS STUDENTS FROM K-12 TO POSTSECONDARY SUCCESS

ROOM: MA-122

Presenters:

- Andrea Glenn, Director of Post-Secondary & Community Engagement, The Arizona Department of Education

Abstract: Arizona's Hispanic-Serving Institutions play an essential role in student success long before students arrive on campus. This session provides a statewide look at Arizona's students, postsecondary transition challenges and the Arizona Department of Education's role in supporting academic preparation, college and career readiness, FAFSA completion, CTE, dual enrollment and targeted student supports. Participants will also receive a high-level introduction to ADE's developing Student Success Dashboard and explore opportunities for stronger collaboration between K-12 schools and HSIs.

FROM ACCESS TO COMPLETION: ADVANCING LATINX STUDENT SUCCESS AT HSIS

ROOM: B-201

Presenters:

- Dr Marla Franco, Special Advisor, HSI Initiatives, University of Arizona
- Wakashan West, Associate Vice President, Partner Success, InsideTrack

Abstract: This roundtable focuses on improving outcomes for Latinx students at Hispanic-Serving Institutions (HSIs), including belonging, persistence, retention, and degree completion. Grounded in Dr. Franco's scholarship on servingness, participants will examine how institutions can move beyond enrollment metrics to create cultures, policies, and practices that intentionally support student success. The discussion will explore how culturally responsive, holistic coaching contributes to outcomes through relationship-building, reflective inquiry, strengths-based development, and personalized goal setting. Attendees will consider how this approach helps students navigate financial instability, mental health challenges, and systemic barriers to success. Through collaborative dialogue, participants will explore equity-minded strategies that advance Latinx student success, completion, and institutional commitments to servingness.

BREAKOUT SESSION I

CO-CREATING STEM LABS: NOPALES, OSMOSIS, AND STUDENT SERVINGNESS

ROOM: MA-124

Presenters:

- Lorena Caballero, Doctoral Student, Northern Arizona University
- Stephanie Ledezza Perez, Undergraduate Student, Arizona State University
- Isabella Rodenbarger, Undergraduate Student, Arizona State University
- Christina Lee Baze, Assistant Professor, Northern Arizona University

Abstract: Traditional biology labs often overlook students' cultural identities, missing opportunities to enact true "servingness" at Hispanic-Serving Institutions (HSIs). In this interactive workshop, presenters share a student co-created introductory osmosis laboratory built upon Culturally Responsive and Sustaining Pedagogy (CRaSP). By connecting the traditional culinary practice of salting nopales (paddle cactus) to cellular transport and osmosis, the curriculum validates familial knowledge and challenges traditional assumptions about whose knowledge counts in science. Attendees will experience a live demonstration of nopales slides preparation, examine microscopic plant cell responses, and explore qualitative data showing how a culturally grounded curriculum enhances student science identity and belonging in STEM.

AZ HSI GATE FUNDING OPPORTUNITIES

ROOM: MA-125

Presenters:

- Mara López, Ed.D, HSI Research Center Director, University of Arizona
- Ana Marti-Subirana, PhD, Residential Faculty, Phoenix College
- Lauren Shollenberger, Ed.D, Senior Research Coordinator, Northern Arizona University
- Charmaine Chidester, Director of Grants, Eastern Arizona College
- Anupam Singh, PhD, Program Manager, University of Arizona

Abstract: Join us for the AZ HSI GATE Funding Opportunities Overview. The AZ HSI GATE funding opportunities are designed to support individuals and teams from AZ HSIs in spearheading initiatives that align with the consortium's goals and directly respond to one of the two funding tracks. Additionally, you will have the chance to hear from four GATE awardees who will share insights about their experiences and programs. Come prepared to ask questions!

BREAKOUT SESSION I

CATALYZING CAPABILITY: COMPREHENSIVE SUPPORT FOR UNDERREPRESENTED STEM STUDENTS

ROOM: MA-123

Presenters:

- Patricia Ashby, SCOPE Program Principal Investigator, Scottsdale Community College
- Dr. Rebecca Linton, SCOPE Program Co-PI, Scottsdale Community College
- Dr. Relindis Mawo, SCOPE Program Co-PI, Scottsdale Community College

Abstract: Science Opportunities and Profession Exploration (SCOPE) is a comprehensive program to eliminate barriers for underrepresented minority STEM students by leveraging existing college resources and implementing innovative mentorships, enhanced tutoring, group and family activities, interactions with the scientific community, and research and internship opportunities. Results show improvement in all three SCOPE goals: 1.) increasing successful course and program completion, 2.) building community and a sense of belonging, and 3.) strengthening student identity as scientists. Program results will be shared with attendees, and will provide transferable tools that enhance academic success, a sense of belonging, and scientific identity. Upon completion of the session, attendees can utilize new strategies to build effective support strategies to empower student success.

FINANCIAL MISUNDERSTANDINGS OF A "FULL RIDE"

ROOM: MA-120

Presenters:

- Alexei Marquez, Assistant Director, University of Arizona
- Ernesto Jacobo, Graduate Assistant for Financial Wellness, University of Arizona

Abstract: I GOT A FULL RIDE!- This phrase can elicit pride and can highlight the hard work that a student did during their high school career. However, upon receiving their financial aid package, they quickly realize that there is more to attending the University of Arizona (and other colleges/universities) than anticipated. Financial Wellness Initiatives aims to deconstruct this phrase and help students to better understand their financial aid packages early in their college career. Join us for a hands-on activity to better understand the ways in which a student's financial aid package can be explained to help avoid this common misconception of a "full ride".

BREAKOUT SESSION II

A CIVICALLY ENGAGED HSI: FROM COMMITTEE TO CAMPUS CULTURE

ROOM: B-207

Presenters:

- Juan Andrés “Andy” Espinoza, Director of Student Leadership & Activities, Cochise College
- Abe Villarreal, Campus Dean, Cochise College

Abstract: Cochise College’s civic-engagement journey began in 2020 with a commitment to move beyond distributing voter information and build a sustainable campus culture rooted in comunidad. Presenters Andy Espinoza and Abe Villarreal will briefly share how the college established a Civic Engagement Committee, partnered with the ALL IN Campus Democracy Challenge, created an action plan, and expanded into year-round civic learning, student leadership, community partnerships, and the annual Conversations in Civility initiative. Participants will then complete a readiness snapshot and exchange ideas about institutional assets, barriers, potential partners, and sustainable strategies. The roundtable will conclude with each participant identifying one achievable next step for strengthening civic engagement at their institution.

CULTIVATING A SENSE OF BELONGING: FACULTY AND STAFF SERVINGNESS STRATEGIES

ROOM: MA-119

Presenters:

- Monica Ketchum-Cardenas, Professor of History & Sociology, Arizona Western College
- Eva Aviles, University Partnerships Manager, Arizona Western College

Abstract: At HSIs across the state, a student’s sense of belonging directly drives academic performance, resilience, and engagement. This session explores practical, high-impact strategies employed at Arizona Western College to cultivate an inclusive college community where students feel supported by faculty, build deep campus connections, and see themselves as valued members of society. Attendees will examine critical semester touchpoints—from pre-term interactions and the vital first two weeks to mid-terms and post-disruption moments—to strengthen faculty-student relationships and mitigate microaggressions using restorative practices. Participants will leave with actionable tools, including student inventories and choice-driven assignments, to empower diverse student populations and foster authentic classroom connections.

BREAKOUT SESSION II

STRENGTHENING STEAM IDENTITY: ESTRELLA MOUNTAIN COMMUNITY COLLEGE (EMCC) LOTERIA NIGHT

ROOM: MA-122

Presenters:

- Sharon Stefan, Mathematics Faculty and STEM Center of Excellence Director, Estrella Mountain Community College
- Jake Cunningham, Student Alumni, Estrella Mountain Community College
- Louisiana Borbon, Student, Estrella Mountain Community College
- Nicodemo Valdez, Student Alumni, Estrella Mountain Community College

Abstract: On November 6, 2025, Estrella Mountain Community College's (EMCC) students from the Art Club, Society of Hispanic Professional Engineers (SHPE), and the STEM Ambassadors from the STEM Center of Excellence held EMCC's first annual Loteria Night. An event celebrating Hispanic culture and STEAM Identity. In this presentation, audience members will gain an understanding of what student agency looks like and why it is vital to the success of students in higher education. You will hear directly from the student leaders themselves on how Loteria Night allowed them to gain their own sense of agency, identity, and community within the STEAM space.

FUTURESCAPE VR: IMMERSIVE CAREER EXPLORATION ALIGNED TO WORKFORCE PATHWAYS

ROOM: MA-124

Presenters:

- Katie Syms, Program Director, Career Connected Learning, Access ASU - Arizona State University

Abstract: Discover how Access ASU is using virtual reality to transform career exploration for middle school students. This interactive session begins with an overview of the workforce needs and educational goals that inspired the creation of FutureScape, followed by a hands-on demonstration where participants experience the VR program firsthand. Attendees will explore how immersive technology can increase student engagement, expand career awareness, and support career-connected learning. Educators will leave with practical implementation strategies, lessons learned from deploying FutureScape in schools, and ideas for integrating virtual reality into their own college and career readiness programming to inspire students to explore future career pathways.

BREAKOUT SESSION II

IMPLEMENTING MULTIDISCIPLINARY CURES (MCURES) IN COMMUNITY COLLEGES: A ROADMAP

ROOM: MA-123

Presenters:

- Anna Marti-Subirana, Professor of Biology, Phoenix College
- Robin Cotter, Professor of Biology, Phoenix College
- Abeer Hamdan, Professor of Geology and Physical Sciences, Phoenix College
- Frank Marfai, Professor of Mathematics, Phoenix College

Abstract: Multidisciplinary CUREs (mCUREs) allow students in different disciplines to address a shared research question, each from their own perspective. It also allows institutions to make better use of limited faculty time by distributing the workload across multiple instructors, each contributing to a coordinated effort. At Phoenix College, faculty from several STEM disciplines collaborated to design a shared research project focused on quantifying microplastics and other emergent contaminants in selected water systems (“Microplastics in Water Systems mCURE”). Practical steps for identifying suitable mCURE projects and strategies for implementation and sustainability will be shared throughout the session in an effort to encourage the dissemination of such a high impact educational model in institutions of higher education.

COMUNIDAD DE CARIÑO: COLLABORATIVE LEADERSHIP AND CAMPUS COMMUNITY BUILDING

ROOM: MA-120

Presenters:

- Nancy Navarro, Assistant Manager, Northern Arizona University
- Eddie Zazueta, Student, Northern Arizona University
- Paige Solano, Student, Northern Arizona University

Abstract: This presentation explores student leadership development and community building through the power of collaboration between campus staff and student leaders. Featuring two student presenters who will share their lived experiences, alongside a staff member whose work centers on fostering connection, the session highlights how partnerships create meaningful impact on campus. Grounded in the concept of a Comunidad de Cariño, the presentation emphasizes care, trust, and mutual support as essential to thriving campus communities. Attendees will gain insight into how intentional collaboration strengthens leadership, builds belonging, and uplifts student voices.

BREAKOUT SESSION II

FROM VISION TO ACTION: LEADING CHANGE WITHOUT WAITING

ROOM: B-201

Presenters:

- Violeta Ramos, Managing Director of Leadership Programs, ALL In Education
- Joseph Fuentes, Principal, Edison Elementary School

Abstract: Meaningful school improvement doesn't always begin with new funding or district initiative, it begins with courageous leadership. Through the story of Principal Joseph Fuentes and his experience in ALL In Education's LISTO Academy, this interactive workshop explores how authentic leadership, community partnerships, and a shared vision transformed school culture from the inside out. Participants will examine practical strategies for strengthening staff engagement, improving school climate, and building community-driven initiatives that support student success. Attendees will leave with actionable ideas they can implement immediately to foster trust, inspire collaboration, and lead change within their own schools and institutions.

AZ HSI CONSORTIUM: AZ HSI EVIDENCE-BASED PRACTICES NOMINATION PROCESS

ROOM: MA-125

Presenters:

- Paulette Nevarez, MPH, Graduate Assistant, University of Arizona
- Ashlee Linares-Gaffer, Ed.D, Associate Professor of Practice, University of Arizona
- Susan Towne, M.Ed., Outreach Counselor, University of Arizona

Abstract: The AZ HSI Consortium sought to create a community-informed process to identify, review, catalogue, highlight, and share evidence-based practices within an HSI context known to effectively move the needle towards greater college access, persistence, retention, transfer, and degree attainment for Latinx students in Arizona. In documenting and promoting evidence-based practices we seek to: (1) create a process for determining “what works” for Arizona HSIs, (2) inform education and community leaders on practices that optimize Latinx college student success, (3) highlight and amplify practices producing positive student outcomes within culturally validating environments, and (4) illuminate continued gaps and opportunities for advocacy and investment.

BREAKOUT SESSION III

PAWS, PERSISTENCE, AND POSSIBILITY: N.O.W. PROGRAM AND THERAPY DOGS

ROOM: MA-119

Presenters:

- Monica Buensuceso, Counseling Faculty, GateWay Community College
- Sarah Hanley, Counseling Faculty/Chair, GateWay Community College
- Stephanie Richardson, Advisor, GateWay Community College
- Mattsue Cahue Lopez, Counseling Faculty, GateWay Community College

Abstract: Paws, Persistence, and Possibility: N.O.W. and Therapy Dogs explores two innovative approaches used by GateWay Community College's Counseling Department to support student success. Learn how the award-winning N.O.W. (No Opportunity Wasted) Program helps students regain financial aid eligibility through personalized academic planning, counseling support, and collaboration with Financial Aid. Participants will also discover how therapy dog outreach promotes student well-being, reduces stress, and strengthens connections to campus resources. Student worker co-presenters will share their experiences and the impact these programs have had on their educational journeys. Attendees will leave with practical ideas for fostering engagement, belonging, persistence, and holistic student success at their institutions.

ADVANCING HSI SERVINGNESS THROUGH AI AND TEACHING

ROOM: MA-122

Presenters:

- Tammy Taber, Instructional Designer Technologist, GateWay Community College

Abstract: Drawing on findings from a study of 155 community college faculty members using the EPICC Framework (Taber, 2026), this session explores how generative AI (GAI) can advance HSI servingness by strengthening culturally responsive teaching, educational equity, and workforce readiness. Findings revealed that faculty were more likely to adopt AI when it enhanced teaching effectiveness, aligned with their pedagogy, and supported diverse learners rather than replacing instructor expertise. Participants will examine how ethical AI practices, human judgment, and intentional instructional design can address concerns about academic integrity, bias, privacy, and student overreliance while preparing students for an AI-enabled workforce. Attendees will leave with research-informed, actionable strategies for implementing AI in HSI and community college contexts.

BREAKOUT SESSION III

CRITICAL SKILLS TO SUCCEED IN CAREER, WORKFORCE AND LIFE READINESS.'

ROOM: B-201

Presenters:

- Dr. Asmita Kane, Residential Faculty in Chemistry, Mesa Community College

Abstract: This session aspires to bridge the gap between the 'discipline specific academic training' (leading to graduation) and 'career readiness' by educating audience on four of the critical and necessary bridging skills. The bridging skills included in this session will cover resilience, adaptability, communication, emotional intelligence problem solving and such area. This session will have interactive activities spread through the session. The interactive experience can give practical ideas and spark a confidence of achievability in the attendee minds.

FROM BILINGUAL INITIATIVES TO INSTITUTIONAL LINGUISTIC SERVINGNESS

ROOM: B-207

Presenters:

- Jhonatan Henao-Muñoz, Assistant Professor of Practice & Inagural Assistant Director of Bilingual UNIV, University of Arizona
- Jessica Zeitler, Ph.D., Bilingual Instructional Designer, University Center for Assessment, Teaching and Technology (UCATT), University of Arizona
- Itzel Anahí Íñiguez, Ed.D., Graduate Program Officer, Department of Chemistry & Biochemistry, College of Science, University of Arizona

Abstract: Linguistic servingness requires more than offering isolated bilingual programs; it requires institutional structures that connect curriculum, people, resources, and community. This interactive workshop draws on the University of Arizona's bilingual UNIV 101/301 curriculum, ABC HigherEd, and Bilingual Initiatives Symposium to examine how interconnected initiatives can build institutional capacity for bilingual, bicultural, and biliterate higher education. Participants will complete a guided mapping activity to identify bilingual assets, structural gaps, potential collaborators, and opportunities for scaling work at their institutions. Facilitators will share transferable strategies for faculty development, student engagement, cross-unit collaboration, and institutional convening. Attendees will leave with a framework and an actionable next step for advancing linguistic servingness within an HSI or emerging HSI.

BREAKOUT SESSION III

FRAMING THE HISPANIC SERVING INSTITUTIONS POLICY ADVOCACY FRAMEWORK

ROOM: MA-125

Presenters:

- Cristóbal Rodríguez, Associate Provost for Equity, Western Michigan University

Abstract: Hispanic Serving Institutions (HSIs) are central to advancing educational opportunity for Latine students, yet institutional transformation often remains disconnected from policy advocacy. This interactive session introduces the Hispanic Serving Institutions (HSI) Policy Advocacy Framework, informed by two decades of scholarship, executive leadership at HSIs, and service on the President's Advisory Commission on Educational Equity, Excellence, and Economic Opportunity for Hispanics, which informed Executive Order 14124 advancing educational equity and strengthening Hispanic-serving institutions under President Joe Biden. Participants will explore practical strategies for translating their own scholarship, leadership, and lived expertise into effective policy advocacy through guided discussion, reflection, and collaborative engagement.

FOUR DECADES OF IMPACT

ROOM: MA-123

Presenters:

- Stella Rouse, Center Director and Professor, Hispanic Research Center, Arizona State University
- Anita Huízar-Hernández, Associate Director & Publisher and Managing Editor, Bilingual Press | Editorial Bilingüe, Arizona State University

Abstract: Since 1985, Arizona State University's Hispanic Research Center (HRC) has worked to enhance access and success for Latino and underrepresented students in higher education. This session will showcase four decades of impact, including Project 1000, a national program that provides free support for graduate school applications, bilingual advising, and GRE workshops. We will also highlight HRC's other Legacy Programs, including the NSF-funded WAESO/LSAMP program evaluation, which supported STEM undergraduate research and mentoring, as well as cultural preservation efforts such as the Latino Outreach Magazine and the documentation project for the Saint Francis & the Americas mission. Attendees will gain a framework for sustaining institutional strategies that connect graduate access, STEM pathways, and cultural identity.

BREAKOUT SESSION III

CREATING PATHWAYS TO BIOTECHNOLOGY CAREERS FROM COMMUNITY COLLEGES

ROOM: MA-124

Presenters:

- Saroj Chirravuri, Residential Faculty, GateWay Community College
- Julia Wright, Student, Intern, Mesa Community College
- Jessica Bugarin, Student, Intern, GateWay Community College
- Alvaro Flores, Student, Intern, Phoenix College
- Samuel Hernandez, Student, Intern, Phoenix College
- Avery Sorensen, Student, Intern, Gateway Community College

Abstract: This presentation highlights a collaborative initiative for strengthening pathways from Hispanic-Serving community colleges into Arizona's biotechnology workforce. Funded by an MCCCDC Workforce Development Grant, the initiative brings together Phoenix College, GateWay Community College (CC), Mesa CC, and Scottsdale CC and focuses on three goals: 1) faculty participation in biotechnology professional development; 2) student engagement in research experiences (mainly CUREs) that develop skills in microbiology, molecular biology, bioinformatics, genomics, and scientific communication; and 3) facilitating internships and experiential learning opportunities for students. Presenters will share quantifiable progress made toward these goals, early outcomes, implementation strategies, curriculum-redesign practices, lessons learned, and potential transferable frameworks and practical strategies for expanding research and biotechnology career pathways across MCCCDC colleges.

BEING MY WHOLE, AUTHENTIC BLACK !@# SELF HELPS COLLEGE STUDENTS SUCCEED

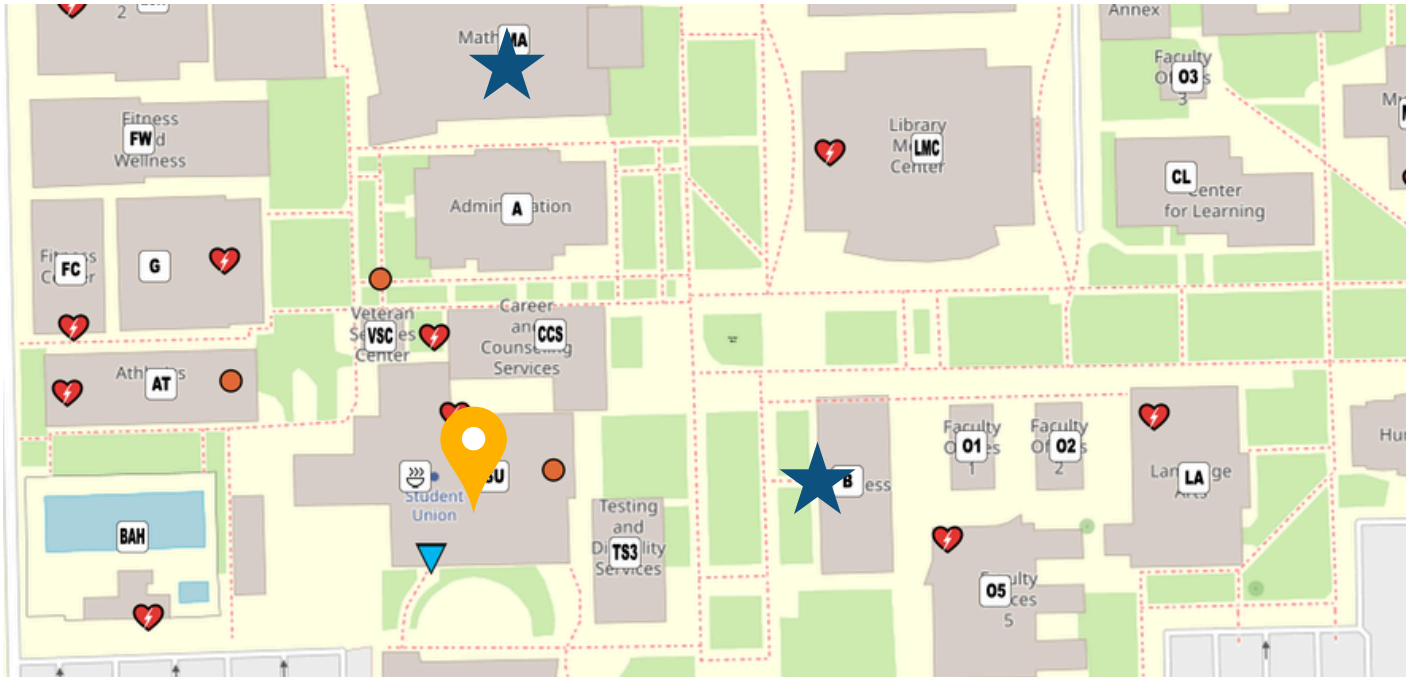
ROOM: MA-120

Presenters:

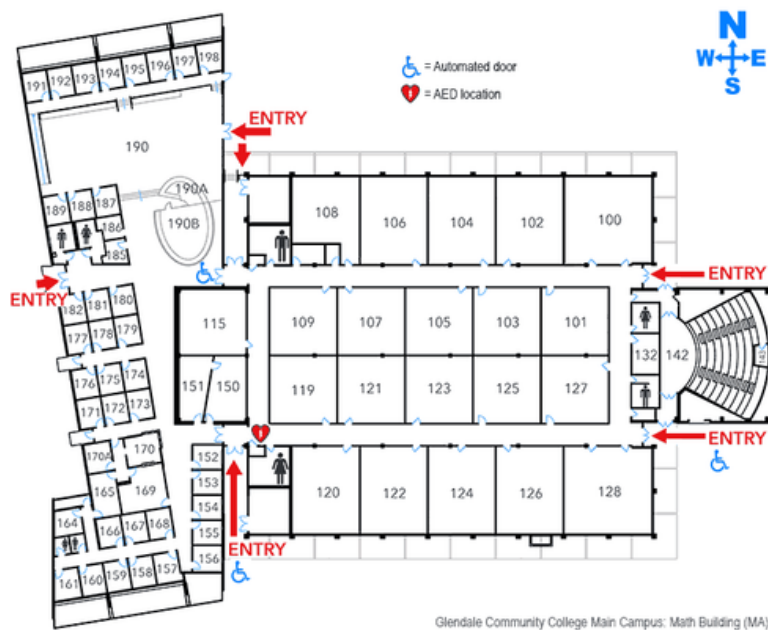
- Mary Bankhead, Associate Professor & PhD student, Paradise Valley Community College

Abstract: This interactive session explores how I intentionally incorporate culturally relevant teaching practices as a Black woman tenure-track community college professor at Paradise Valley Community College, an Arizona HSI. Rather than viewing identity as separate from teaching, I demonstrate how lived experience can become a powerful pedagogical asset that fosters belonging, engagement, academic confidence, and persistence. Participants will explore practical strategies that can be immediately implemented in any discipline, including designing inclusive assignments, affirming students' cultural wealth, creating psychologically safe learning environments, integrating diverse voices into curriculum, and building authentic faculty-student relationships while maintaining high academic expectations.

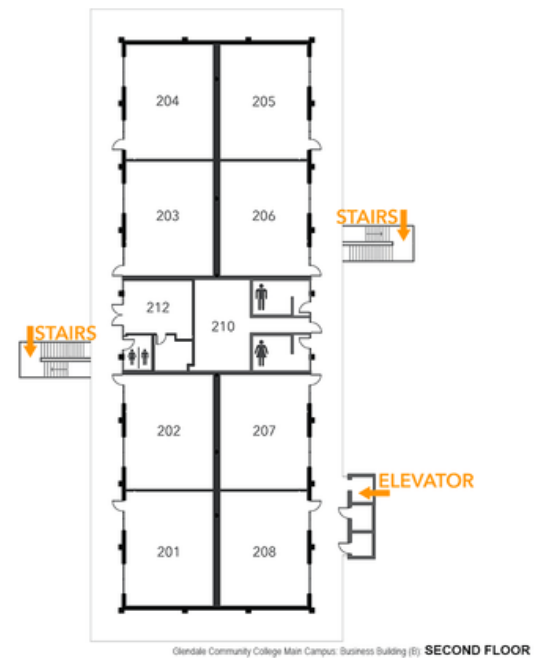
MAP



MATH BUILDING



BUSINESS BUILDING



MAIN CONFERENCE CENTER
ALL MAIN EVENTS TAKE PLACE HERE



NEIGHBORING BUILDINGS
ALL BREAKOUT SESSIONS TAKE PLACE HERE

FUTURE OPPORTUNITIES

SCAN ME



**AZ HSI EVIDENCE-BASED PRACTICES
NOMINATION PROCESS**

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HSI GRANTS DEVELOPMENT INSTITUTE

HELP SHAPE WHAT COMES NEXT!

**As we celebrate the 5th Annual AZ HSI Summit,
your feedback will help us reflect on what is
working, identify opportunities for growth, and
shape future Summits and Consortium efforts
that are responsive to Arizona's HSI community.**

Scan the QR code below to share your feedback.



SUMMIT FEEDBACK SURVEY

**THANK YOU TO EVERYONE WHO HAS
HELPED SHAPE, STRENGTHEN, AND
TRANSFORM THE AZ HSI SUMMIT AND THE
CONSORTIUM OVER THE PAST FIVE YEARS.
YOUR DEDICATION, COLLABORATION, AND
COMMITMENT TO OUR COMMUNITY HAVE
MADE THIS WORK POSSIBLE.**

HERE'S TO CELEBRATING FIVE YEARS!





AZ HSI CONSORTIUM